

## Pull-Out/Pull-In

**What it is:** Pull-out/pull-in groups are small group strategies. In pull-out groups students usually leave the regular classroom to work with other students of similar ability or interest. Traditionally, a gifted specialist or other resource teacher provides the instruction. The same concept of grouping students with similar strengths holds true for pull-in groups, however, in this case the specialist or support teacher is in the classroom with the regular education teacher. Both approaches are most commonly found at the elementary level and to a lesser degree in middle/junior high school.

### Benefits:

- Provides an opportunity for students to interact with others who have similar strengths and interests
- Increases achievement of high ability, high potential students when the learning tasks are challenging enough
- Reduces the range of student needs that the regular classroom teacher has to meet

### Examples:

- Advanced math problem-solving groups
- Junior Great Books groups
- Jason Project science curriculum

### Situations where the strategy is useful:

- When students are beyond the core curriculum and need more advanced, sophisticated, or rigorous content and tasks
- When flexible grouping is used in the classroom

### Pointers:

- Pull-out/push-in groups should be part of a comprehensive approach to systematic and continuous programming for students with gifts and talents. They should not be the sole strategy for meeting student needs.
- Pull-out/push-in groups are most effective when the work students do is related to the core curriculum. This suggests that the classroom teacher and the educator conducting the pull-out/push-in group must collaborate to plan meaningful learning opportunities.
- Work done in pull-out/push-in groups should be **in place** of rather than in addition to classroom work. In other words, students should not be expected to participate in the pull-out/push-in group then have to make up the work they missed while out of the classroom.
- Some students may be reluctant to leave the classroom for a pull-out group because of the stigma associated with it. This generally becomes more noticeable in the upper elementary and middle school grades.

## References/Resources

Great Books Foundation. <http://www.greatbooks.org>.

The Jason Project. <http://www.jason.org/public/whatis/start.aspx>.

Rogers, K.B. (2002). *Re-forming gifted education*. Scottsdale, AZ: Great Potential Press.

Winebrenner, S. (2001). *Teaching gifted kids in the regular classroom: Strategies and techniques every teacher can use to meet the academic needs of the gifted and talented (revised, expanded, updated)*. Minneapolis, MN: Free Spirit Publishing.